



Make that change



Community Based Disaster Management

Facilitators

INTRODUCTION

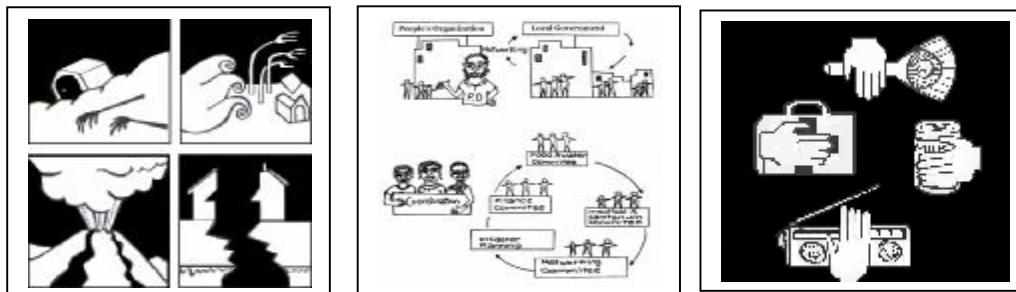
This manual for facilitators in Community Based Disaster Preparedness (CBDP) is the result of a decade of work of various Caribbean Red Cross Societies and draws on the experience of hundreds of Red Cross volunteers and beneficiaries. It also reflects the priorities that the Red Cross has developed world wide with the inclusion of the Vulnerability Capacity Assessment (VCA) methodology, a way of working that promotes full participation and encourages integrated solutions to the challenges that communities face in becoming better prepared.

The tools, including "step-by-step", are a product of the VCA methodology that the International Federation of Red Cross and Red Crescent Societies has identified as a crucial element in fulfilling its commitment to improve the lives of vulnerable people. They also incorporate experiences developed by other agencies, such as the work done in the Philippines by the Asian Disaster Preparedness Center.

The manual has been tested through different Red Cross activities including "Think Tank" meetings with the presence of Caribbean Red Cross Societies, joint evaluation of the materials, sharing the work with different Red Cross experts in Disaster Management and so on. It has also taken into account the perspectives and experience of key partners in the region such as the European Community Humanitarian Office (ECHO) which has a long experience of working with us in the strengthening of communities as well as counting on the support of other Movement members such as the Norwegian Red Cross, a key supporter of Red Cross disaster management programming in the Caribbean.

The Red Cross believes that a manual such as this can truly be an instrument of change if it used in the right way. All over the world it has been shown that, given the right tools, people can improve their lives dramatically. This manual will help facilitators to lead the process and encourage communities to make that change for themselves.

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Working with Communities

Working with communities in a participatory manner is at the heart of CBDP programming. Although you will find comments referring to working with communities throughout this document, it is valuable to explore some of the key related issues prior to beginning such initiatives. These themes will impact and influence the way in which branch staff and volunteers interact with community members.

The underlying objective of CBDP activities is to reduce vulnerability and increase capacity. The IFRC defines vulnerability as "The characteristics of a person or group in terms of their capacity to anticipate, cope with, resist and recover from the impact of a natural or man-made hazard." Those that are most vulnerable are in situations of greatest risk from situations that threaten their survival or their capacity to live with a minimum of social and economic security and dignity.

The reverse of vulnerability is capacity or the resources of individuals, households, communities, institutions and nations to resist the impact of a hazard.

Working in a co-operative and participatory manner with communities, if done properly, can reduce the impact that disasters have on the lives of people.

Community work:

- encourages maximum co-operation
- encourages high participation
- leads to action on the part of community members
- moves away from dependency on outside resources/experts to the use of community resources/expertise
- is a way of working to obtain a goal
- is a way of working with (rather than for) people
- is self-determined
- is based on local leadership and initiative
- attempts to maximize citizen control of decision making
- is network based
- focuses on strengths and capacities
- is human resource intensive
- is sustainable

It is also important to note that working with communities is not any service that we provide or deliver in the community; nor is it simply collaboration with other agencies, institutions or community groups or advocacy work.

Service delivery is a process of agencies/institutions defining the needs and issues of communities and developing strategies/services to remedy the problem while community work is more a process of supporting community groups in their identification of important concerns, issues and helping to increase their ability to plan and implement strategies to mitigate their concerns and resolve their problems.

Rather than providing only services which deal with the EFFECTS of problems, community work involves having members address the CAUSES of problems:

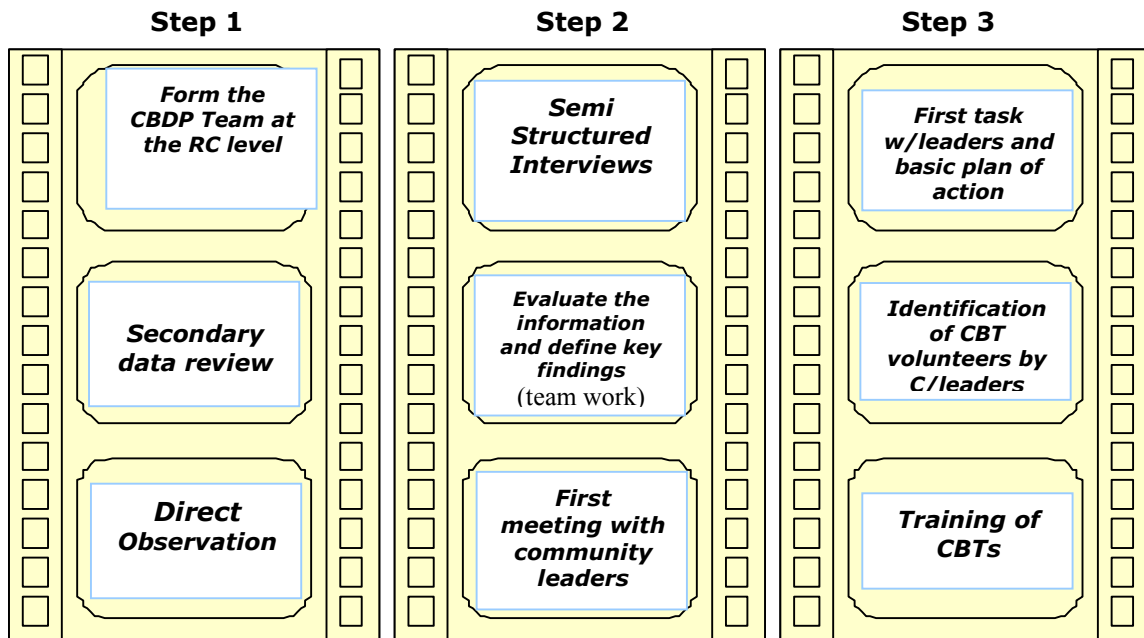
Service Delivery vs. Capacity Building Facilitators (VCA Handbook)

Service Delivery	Capacity Building Facilitators
Reactive	Proactive
Needs driven	Core-problem driven
Minimum participation	High participation
Top down approach	Bottom up approach
One approach	Constantly reinventing approaches
Creates dependency	Power shifts to community
Static	Adaptive as situation changes (dynamic)
Low training needs	High training needs

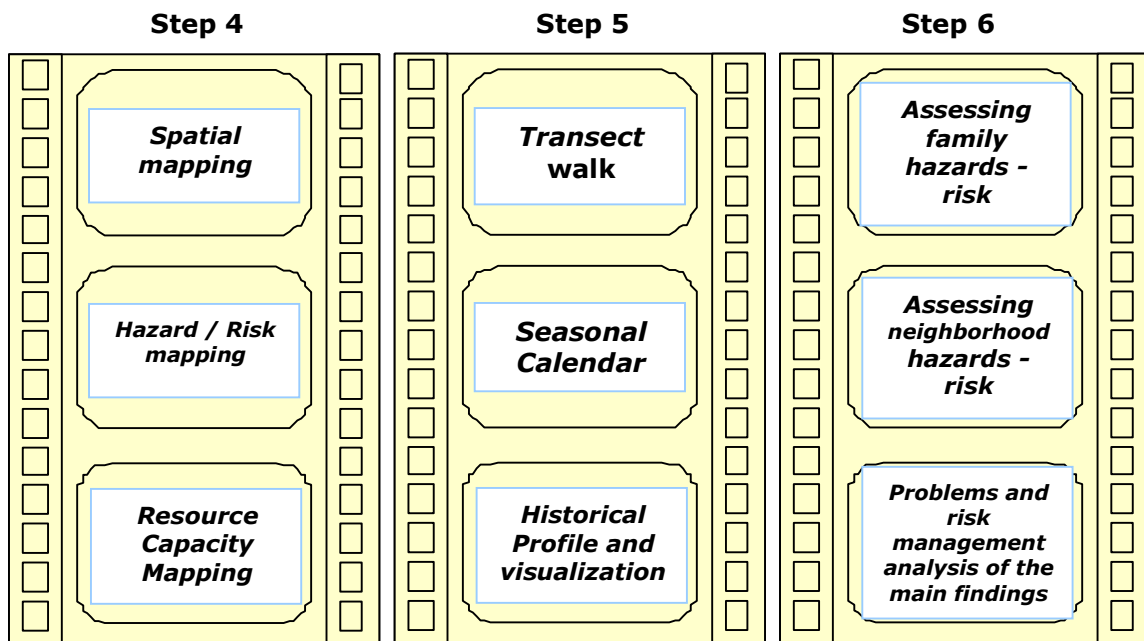
Another fundamental theme of community work is participation. Participation does not refer to having community members endorse branch plans but rather a process where community members gain the skills and knowledge necessary to make decision about strategies and actions that affect their lives. It is our role to ensure that the power to decide, while involving the Red Cross, principally remains in the hands of community members.

Community work is not easy. It takes time, commitment, knowledge and skills. The better trained volunteers are the more successful will be the results of the activities you carry out. Working with communities in a process where they determine their needs as well as implement appropriate solutions will lead to sustainable actions that reduce vulnerability and promote a better quality of life.

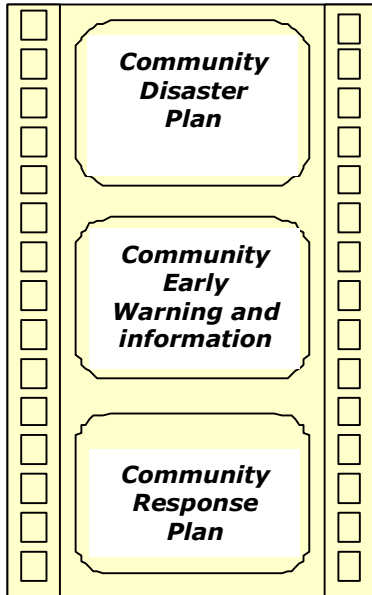
Process for a Community Based Disaster Management activities



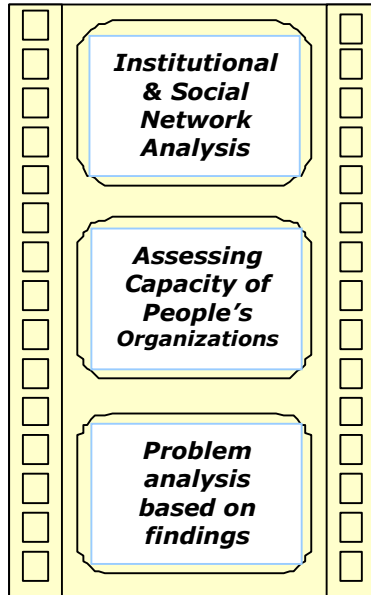
CBT= Community Based Teams



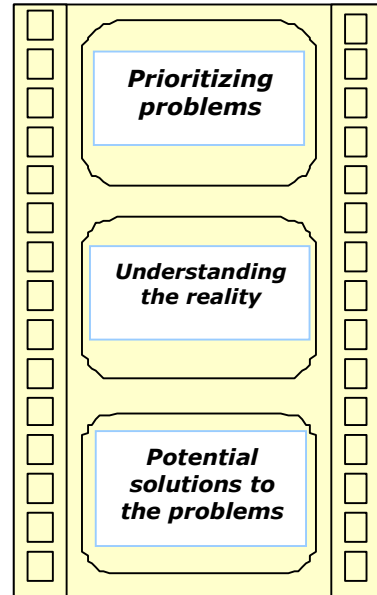
Step 7



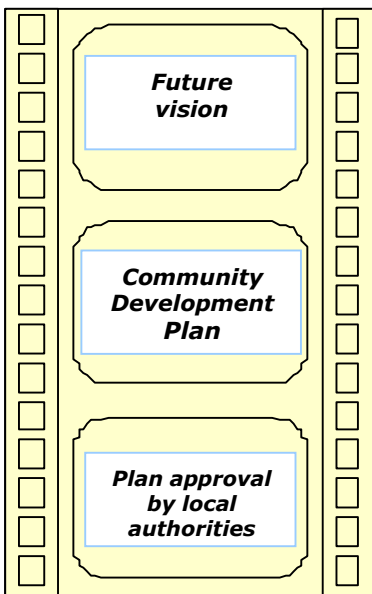
Step 8



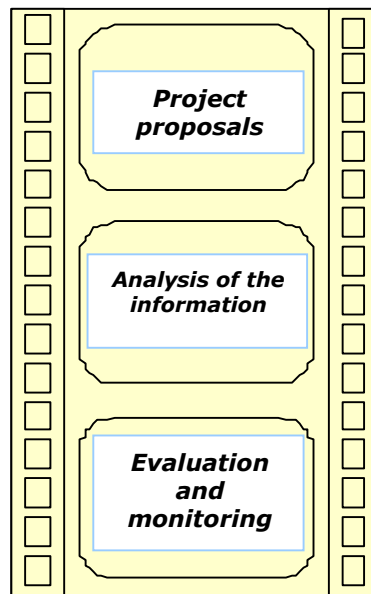
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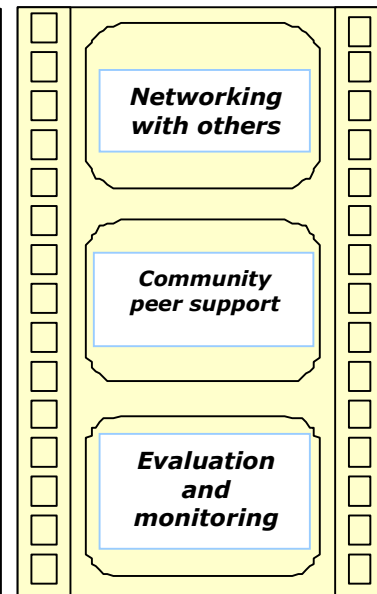
Step 10



Step 11



Step 12





1.A Form the CBDP Team at the RC level

Before starting work at the community level, make sure that you have a team of staff and volunteers trained and ready to start the challenge.

The following criteria will make the work easier and the role of the selected team more effective and efficient.

1. Ensure all volunteers are clear about the methodology and trained in its use. This also includes an understanding of concepts relating to working with communities. If there is a need to review the CBDP methodology with the group, do so.
2. Each community that you will work with should have one person from the Red Cross assigned as a focal point for that particular community.
3. Define the Terms of Reference for the community focal point.
4. An action plan with a corresponding timeline for each community should be developed and discussed between the focal point and the community leaders.
5. Co-ordination meetings between the Project Coordinator, the Field Coordinator and the community focal points should be carried out on a regular basis.
6. Identify the Community Based Disaster Preparedness Team with a Red Cross badge or similar form of identification.
7. Hold monitoring meetings on regular basis with the CBDP Red Cross Team.
8. Develop volunteer management, motivation, support and rewarding strategies.
9. Review the procedures and reporting lines.
10. Start the project.

1.B Visit the Community to Implement a Secondary Data Review

Use tool number ONE

This is the first time that the team will enter the community as part of the "official" CBDP process. The main purpose of this visit is to gather basic information about the community which can then be analyzed in order to further the objectives of the programme.

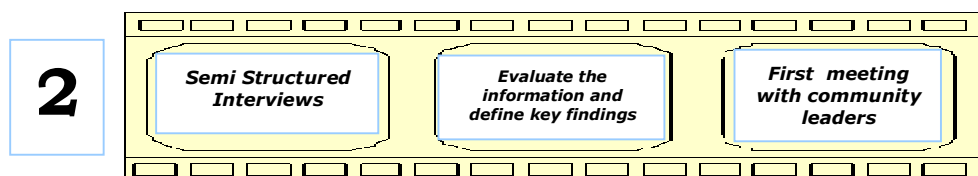
The initial information gathering tool is to analyze secondary data sources. By collecting information about the population (age, gender, groups at increased risk, household size, sources of income, per capita income, etc.), the team can put together an initial overview of the community. Tool ONE explains the process of reviewing secondary sources of information.

1.C Direct Observation

Use tool number TWO

While secondary sources of information provide a wealth of information about communities, it is quantitative in nature and does not provide the opportunity to place the data in its context. It is critical that team members spend time in the community in order to get a "feeling" of the community. This will give context and "life" to the statistics and will help team members to get an initial sense of community relations. Remember that working with communities is as much an art as it is a science.

Observation is a useful means of complementing secondary sources. Tool TWO describes how to carry out the process. It should be noted that while this technique appears to be less rigid than other methodologies, it is very structured and is an important means for collecting data that will be applied to community work.



2.A Semi Structured Interview

Use tool number THREE (includes questionnaire)

The best means for understanding the situation of any community is to speak with people. Interviews will be a key source of data throughout the information gathering process. During this phase, the idea is to augment the information required for obtaining an overview of the community by speaking with people who fill in the gaps where information cannot be acquired through other techniques. Because this process occurs prior to formal meetings with community members, team members must be prepared to explain the purpose of these interviews while stressing the fact that they are for information gathering only. While the process may eventually lead to programmes being implemented, team members must be clear and explain that these interviews do not represent a commitment to any projects or processes. Tool THREE describes in detail how to carry out semi-structured interviews and with whom.

2.B Evaluate "In House" the Information and Identify Key Findings

Once the team has finalized the work associated with tools 1 to 3 it is time for the team to discuss the main findings. The CBDP team has to assess the following elements:

1. Key leaders
2. Concentration points at the community level: By age and by gender
3. Other humanitarian actors working in the community
4. Level of organization (social structure)
5. Local government structure
6. Main problems identified and expressed by the community

What do we do with the information?

The information gathered is very important for preparing the first meeting with the community leaders. It will help to:

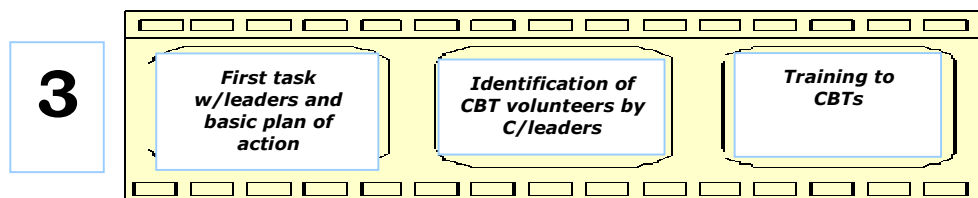
- a. Identify all the leaders in the community that you will invite.
- b. Have clear points of reference of the community that you will work with.
- c. Have a better idea of community interests and needs.
- d. Structure the agenda of the meeting and be able to have clear messages to present to the community leaders.
- e. Avoid creating unrealistic expectations of the Red Cross in the community.

2.C First meeting with community leaders

Once you have identified the community and finalized the first phase of the process, you will be in a position to select different community leaders for the sensitization meeting. Be sure that the participants are aware of the presence of other community leaders as well as the main focus of the meeting which will be to analyze hazards, risk, vulnerabilities and capacities. The following steps are recommended:

1. Invite the community leaders to a sensitization workshop on disaster preparedness. What you call the meeting is not the most important thing, what is key is to ensure the participation and involvement of the community leaders in the development of a "Community Leader Plan of Action".
2. Run a Community Leaders workshop. The main objective of the workshop is to promote ownership and the commitment needed to support the project.
3. Ensure that during the meeting these elements are identified: hazards, risks, vulnerabilities and capacities.
4. Utilizing the CBDP methodology an Action Plan with a timeline, should be developed and agreed upon by the end of the session.

Remember that it is up to community members to decide if they will become involved. If they decide to, they are in a position to help the team with the remainder of the information gathering process. They know best with whom the team should talk, when the best time is to find people and where they can be found.



3.A First Task with Leaders and Basic Plan of Action

Two action plans will need to be produced; one for community leaders and second one for Community Based Teams (CBT's). The plan of action for the community leaders should include the following:

1. A first meeting with the community to inform them about the project

2. The development of a community profile (see the format below)
3. An assessment of capacities within the community
4. The selection of Community Based Teams (CBTs)

The developing of the plans of action should be participatory especially in the case of the community leader's plan. They should be involved in the planning as it promotes ownership and because the plan must be one that community leaders can implement according to their skills and schedules. Training may be required.

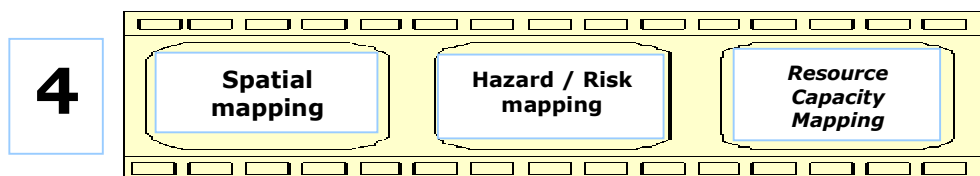
3.B Identification of CBT Volunteers by Community Leaders

Once the community has approved the project and has selected the community focal points that will make up the CBTs, it is important that the community leader ensure that these groups will be able to participate in a national CBTs workshop. The Community Leader should inform the Red Cross providing the names of the people selected (at this point it is extremely important to have an informal conversation with the Community Leaders and the CBTs to clarify what the next steps will be).

3.C Training of CBTs

- a. Invite the community leaders to the CBTs workshop (preferably to the inauguration).
- b. Train the Community Based Teams on themes such as: disaster preparedness, VCA (PRA), disaster management, First Aid, HIV Aids awareness.
- c. Develop a CBT Action Plan.
- d. Ensure Community Based Teams begin to promote the development of Family Disaster Plans and Neighborhood Disaster Plans (including training).
- e. Ensure CBTs develop a Community Disaster Plan.
- f. Disseminate the Disaster Plan.
- g. Practice implementation of the Community Disaster Plan.
- h. Develop an action plan for community development: networking, self-sustaining community activities, communication and information, linkages with others, etc.
- i. Establish monitoring procedures in conjunction with the Red Cross Branch or Headquarters

Keep in mind that we, as Red Cross members, have to set an example of impartiality in our work with communities. The facilitator should refrain, at all times, from discussing sensitive topics such as politics and religion. The facilitator should also reaffirm that this is a Red Cross programme designed to reduce the dangers faced by families and the community from daily emergencies and major disasters.



4.A Spatial mapping

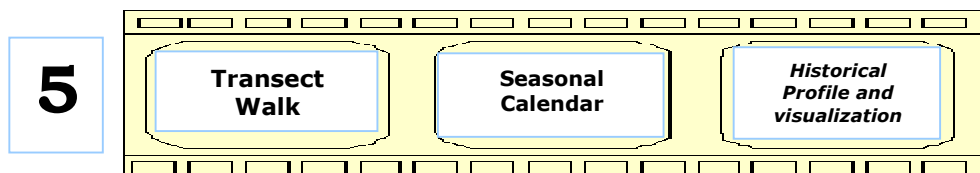
Use tool number FOUR

4.B Hazard / Risk mapping

Use tool number FIVE

4.C Resource Capacity Mapping

Use tool number SIX



5.A Transect Walk

Use tool number SEVEN

5.B Seasonal Calendar

Use tool number EIGHT

5.C Historical Profile and visualization

Use tool number NINE & TEN



6.A Assessing family hazards -risk

Use tool number ELEVEN

The following questionnaire will help the participants to understand more about their vulnerabilities. Before using the tool, first ensure that all the participants familiarize themselves with the auto-evaluation.

If the group you are working with is illiterate then a question and answer session would be appropriate in place of the written tool.

The auto-evaluation "how vulnerable are you and your family" will bring the participants an opportunity for more realistic reflection towards vulnerability and potential risk and will help open the space to share among themselves the importance of carrying out house-by-house assessments.

The Community Based Teams should practice working with tool eleven until they feel comfortable with it. Once they are fully confident they can then start doing the work at the household level.

A Disaster Preparedness Auto-evaluation for Community Members

How Vulnerable are You and Your Family?

In your opinion is your country prone to disasters?

- No
- Yes

If yes, to which types of disasters is your community exposed?

- Hurricanes
- Floods
- Landslides
- Fires
- Tidal waves
- Tropical storms
- Earthquakes
- Droughts
- Volcanic eruptions
- Tsunamis

Is your house, building, apartment . . .

- Built to withstand any of the disasters identified above
- Insured against losses due to these disasters
- Properly maintained to minimize losses due to disasters

Has your workplace . . .

- Been equipped with safety-measures against disasters
- An evacuation-plan
- Conducted simulation exercises and drills
- A first aid kit
- A disaster management plan
- Easy access to a shelter
- Persons trained in first aid

Is your house, apartment, building, workplace . . .

- Close to factories producing or using hazardous material
- Close to a river bank which overflows
- Near high slopes or hills which are known to have rock or landslides
- Close to the sea
- Located in a low lying area

Are you, someone in your family or in your immediate neighborhood...

- Elderly
- Pregnant and/or disabled
- Disabled
- 0 to 5 years old
- Ill
- Mentally handicapped

If so, is someone identified to take care of them in case of a disaster?

- Yes
- No

Does the community in which you live have any emergency management committee?

- No
- Yes, then name one or two names

Tel.

Fax.

Email.

Do you and your family have a plan of what to do in the event of a disaster?

- No
- Yes

If yes, how would you receive a warning signal of impending disaster?

- Radio
- Local television
- International television

Do you know what to do if there is a Hurricane Warning?

- No
- Yes

Do you know the Shelter nearest to you?

- No
- Yes

If yes, state the name of the shelter and location

Are you aware of what to do to survive various disasters?

- No
- Yes

What can you do to reduce the vulnerability of your family and community?

- Keep informed and inform others
- Assume responsibility in your disaster management committee
- Join your local RED CROSS

6.B Assessing neighborhood hazards - risk

Use tool number TWELVE

Once all the family assessments are ready, the Community Based Teams will have to compile the existing information and start the neighborhood assessment, based on the main findings. The result of the main findings will usually cover three or four aspects. Nevertheless, this number could be higher as shown in the example of the tool twelve. Key questions that should be asked, whatever the other selected topics are include:

- Frequency of events within the last 10 years and,
- Magnitude of the events.

6.C Problems and Risk Management Analysis

The purpose of this section is to analyze, with the community, the main problems identified so far with regards to family hazards, neighborhood hazards and risk analysis. **Tools ELEVEN and TWELVE** support the community to understand the different levels of the issues/problems they face. Through the use of these tools, communities should acquire the ability organize the problems by sector:

- Issues related to community organization
- Environmental issues
- Issues related to levels of production

- Social infrastructural issues (basic sanitation, housing, health, education, recreation) access for production (Electricity, telephone, other equipment)
- Institutional development issues
- Issues related to family organization

Below are ten questions to facilitate a better understanding of the problems.

What is the problem?

Who is most affected by the problem in the community? How many people?

How does the problem affect different groups of people in the community?

When does the problem reach a critical state? When it is less critical?

What are the root causes of the problem?

Is it a local or national problem?

What human resources exist in the community to face the problem?

What other resources are available?

What kind of support does the national government or other institutions and organizations provide in order to address the problem?



7.A Community Disaster Plan

A community-level disaster plan helps to consolidate the community's efforts to prepare for, respond to and recover from hazards. The plan provides guidelines for operations and clarifies roles and responsibilities before, during and after disasters happen. A Disaster Plan links preparedness, mitigation and rehabilitation efforts with short and long-term community development initiatives.

Based on the results of the Hazard, Vulnerability and Capacity Assessment, the Community Organization will develop a Disaster Plan. This plan should contain the following elements:

- List of the most frequent hazards
- Identification of pre, during and post disaster community requirements to address vulnerabilities
- Identification of available resources and capacities the community can build on or has to mobilize from outside (boats, vehicles, communication equipment, evacuation site, volunteers, etc.)
- The organizational structure of the community (Community Based Teams, if any).
- Roles and responsibilities of leaders and committees
- Policies, decision-making mechanisms and operational guidelines
- Warning systems
- Evacuation protocols and routes
- Evacuation center management plan
- Mitigation measures such as reinforcement of houses, improving drainage, additional maintenance on footbridges, or crop diversification are examples of

things that can be included in the disaster plan. Additional mitigation measures, supported by CBTs, are explained in this chapter.

The Community Disaster Plan should also contain the following items:

- Database of houses, buildings and construction types
- Timetable of activities to implement the plan or schedules to conduct drills to test the efficiency and effectiveness of the plan.
- Master-list of community members (names, family composition, age, gender)
- List of volunteer teams
- Hazard, Vulnerability and Capacity Assessment summary plus the hazard map
- Directory of key-people, NGOs, local officials, church groups, etc. that can be contacted
- Organizational structure including functions and responsibilities of all committees.

Design an evacuation plan and conduct drills

Evacuation is an organized movement of people from an area at risk to a safe place. Not all hazards require evacuation to protect life and property. Evacuation is needed in case of floods, typhoons, fire, volcanic eruption, landslide, earthquake, or armed conflict. Evacuation does not happen all at once but is designed in stages following the alert levels of the warning system. CBT promotes five evacuation stages:

1. Warning of impending hazard indicating that people should prepare for evacuation;
2. Order to move to assembly/pick-up points;
3. Actual evacuation from area at risk to safe location;
4. Remain in Evacuation Center;
5. Return to former location or relocate to a new place.

The community, led by the Evacuation Committee, designs a plan for the actual evacuation based on the following:

1. Identify a safe place for the evacuation center
2. Identify shortest and safest route
3. Identify and prepare alternative routes
4. Identify pick-up points or assembly points for people
5. Place 'road signs' along evacuation routes
6. Prepare master list of evacuees and check at each pick-up point if group is complete
7. Prepare evacuation schedules and groupings in case transportation is needed
8. Set provisions and plan the evacuation of animals and other property of evacuees
9. Organize an Evacuation Management Plan and form committees among community members
10. Identify and prepare requirements during evacuation (transport, gasoline, food, water, medicine, road signs, communication system, etc.)

While in the evacuation center, the community members participate actively in all aspects of camp management (see Table 4.2 and Evacuation Center Management under Emergency Response).

Tasks of evacuation committee

Before:

Define criteria for evacuation center selection, such as:

- › Availability of water
- › Accessibility
- › Topography and drainage
- › Available space (people, animals, communal services, etc)
- › Safety
- › Soil type (drainage / farming)
- › Land rights
- › Site assessment
- › Site planning (latrines, cooking, animals, etc.)
- › Ensure access to site through approval of site/center

During:

- › Registration and monitoring of evacuees
- › Space assignments for evacuees
- › Evacuation Center orientation to new arriving evacuees
- › Maintain order (people, health, sanitation, garbage disposal, cooking, etc.)
- › Coordinate delivery of services (relief, medical missions, etc.)
- › Provision of information
- › Training and education (long term evacuation)
- › Networking and resource generation

After:

- › Ensure that return is safe or find alternative shelter
- › Repair damages in community
- › Clean evacuation site
- › Return to community
- › If this is not possible, networking, negotiation, advocacy will be necessary to find alternatives

7.B Community Early Warning and information Design a Community Specific Warning System

Warning is a positive action to alert people about an impending hazardous event or circumstance in their location, which may threaten their safety and security, and which requires an adaptive response. Very often, public official warning signals from the national level do not reach communities or if they do, they arrive late. A community-based warning system contributes to people's safety.

Hazard assessment provides information that the community can readily use to design a warning system. What is key are the *warning signs* or indicators that a hazard is about to happen. These will be used to activate the various alert levels. The period mentioned under *forewarning* is the time span the community has to warn and evacuate community members. In general, there are three or four alert levels:

- alert level 1: first warning received, people prepare for evacuation (food, clothing, valuables, animals, etc.)
- alert level 2: people prepare for actual evacuation and gather at assembly points
- alert level 3: actual evacuation, people move from the danger zone to a safe place
- alert level 4: people are in the safe location when the hazard hits the community

A community-specific warning system will be effective if:

- the warning is hazard specific
- the warning is target group and location specific (focus on the most vulnerable)
- the warning is timely enabling people at risk to take appropriate decisions (consider 'forewarning' determined during hazard assessment)
- the warning is issued by a credible source (from national to community level)
- warning message is short and clear
- community members are oriented to the warning system and understand the warning signals and their meaning
- the warning from the national level (technical/scientific) is explained and translated into community-defined warning terms that are easily understood and practical)
- the warning is done in phases to avoid panic; timely information is given to community members about changes in warning and risks involved
- a community-level information committee exists that is responsible for warning, hazard monitoring and information dissemination. Roles and responsibilities must be agreed upon.
- regular drills are conducted to keep community members updated and prepared
- the warning system and related preparedness and emergency measures are evaluated to identify deficiencies and required improvements.

7.C Community Response

Assessment

1. Based on the Damage Needs Capacity Assessment
2. Takes into account differences in vulnerability among affected families and prioritizes accordingly
3. Needs are validated against baseline data

Community Based Teams use existing tools for their assessment: Capacity and resources map, community baseline profile, vulnerability map, etc.

Prioritize risks based on:

- Who is most affected? How many people are affected?
- What are the available community resources to face the problem?
- What other resources could be available?

Capacities

1. Community is able to conduct assessment
2. Large part of the Relief Delivery Operation is done by community itself
3. Relief operation is carried out systematically and in an orderly fashion as a result of pre-set tasks and responsibilities
4. Reporting and accountability is facilitated according to proper record keeping by the community

Sequence for the community:

- a. Community reports to the local authorities and to the Red Cross.
- b. Red Cross establishes an operation agreement with the community for relief efforts
- c. Community records all distributions using Red Cross templates

Timeliness

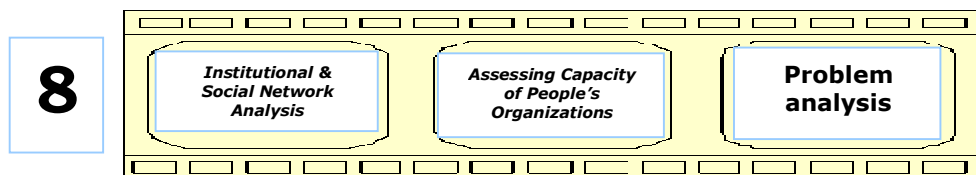
Quick response (ranging from same day to at most 3 days after the disaster hits) is possible as a result of quick and reliable damage, needs and capacity assessment.

Sequence for the community:

- a. Evacuation on time
- b. CBT undertakes an assessment
- c. CBT reports numbers of casualties or wounded people to emergency agencies
- d. Existing coping capacities will cover the needs of the first days of the emergency
- e. Damage, Needs and Capacities Assessment: final data is shared with relief organizations

Appropriateness

The more accurate a needs assessment is to start with, the more appropriate the combined response will be.



8.A Institutional & Social Network Analysis

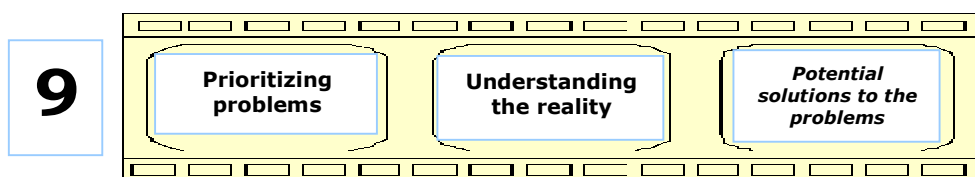
Use tool number THIRTEEN

8.B Assessing Capacity of People's Organizations

Use tool number FOURTEEN AND FIFTEEN

8.C Problem analysis

Use tool number SIXTEEN



9.A Prioritizing problems

Prioritizing problems necessitates giving preference to some aspects over others. The criteria are:

- The most urgent
- The most critical
- The most immediate
- What affects most people
- Those problems most often voiced by community members
- The most important
- Those that the community has the available resources to address

9.B Understanding the Reality

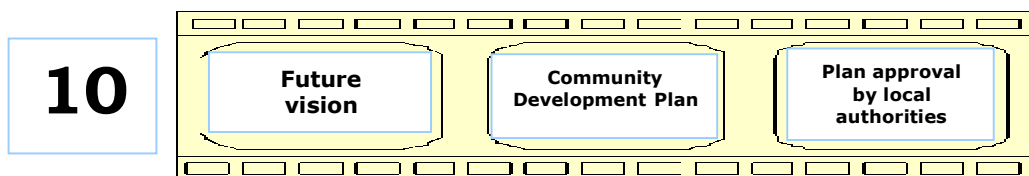
Once we have detected some of the problems that affect the community there is a need to ensure the information we are getting is the one that requires actions. In order to be more precise on this matter the following questions will help:

- a) How many people are affected by the problem? The idea here is to measure the impact of the problem
- b) What are the consequences as a result of the problem? We want to understand which problem affects the most people
- c) When is it more critical: This helps to recognize the moments when the problem is more critical
- d) What the causes are: during the appraisal the main interest is to evaluate how the problems are perceived by different groups: What explanations are offered?
- e) What kinds of solutions have been tried before: This question will help to motivate the community to learn from past experiences. Define the PROS and CONS of each solution
- f) What are the resources that we count on to solve the problem: We refer to human and material resources

9.C Potential Solutions to the Problems

1. Ask community members how problems and disaster risks were addressed previously. For instance, by other organizations, their own coping mechanisms and what resources and skills are available? Why did these initiatives fail or succeed?
2. Have people make a list of possible solutions for each main problem. This can be done by converting problems (stated in a problem tree) into positive statements or through asking people what needs to change to overcome these problems.
3. Convert the (root) causes into positive statements
4. Ask community members (men and women) what criteria they used to choose the solutions (not all solutions will be equally beneficial, and some are more difficult to achieve than others). Criteria might include power relations, gender concerns, culture, increased income, reduced risk, skills available, environmental themes, external factors, etc.
5. Discuss the selected responses vis-à-vis class, gender, age, culture, religion, and other Community Based Organization/DR principles.
6. Check with completed Hazards, Vulnerabilities and Capacities Assessments or VCA matrix to determine which vulnerabilities are being addressed and if all capacities are being used.
7. Ask the community members to rank the solutions according to priority, considering the discussion in points 5 to 7. This will inform you on what people want and why.
8. Reach consensus among different groups on prioritized responses.

As an assisting agency, we evaluate the solutions within the context of our mandate, capacity, timeframe, as well as external factors.



10.A Future Vision

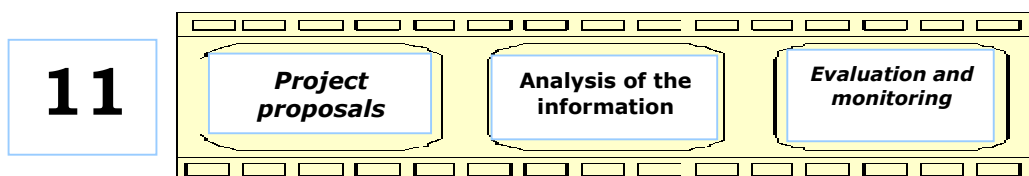
To be developed in conjunction with the community

10.B Community Development Plan

To be developed in conjunction with the community

10.C Plan Approval by Local Authorities

To be developed in conjunction with the community



11.A Project Proposals

To be developed in conjunction with the community

11.B Analysis of the Information

To be developed in conjunction with the community

11.C Evaluation and Monitoring

To be developed in conjunction with the community



12.A Networking with Others

To be developed in conjunction with the community

12.B Community Peer Support

From here the Community Organization with a disaster response structure can tackle more demanding activities, link up with other communities and support-groups and can undertake mitigation measures like creation of seed banks, village pharmacy, repair irrigation works, etc. All these contribute to building resilience

12.C Evaluation and Monitoring

To be developed by the teams with participation from the community

Principles of Participatory Rapid Appraisal (PRA)

- a. Perception:** Reality is perceived in different ways by different people. Mutual respect is extremely important
- b. Visualization:** To compile all shared ideas, points of view and to use visual tools to reflect peoples thinking
- c. Equity:** The PRA belongs to everyone. Special attention should be given to those that traditionally have no voice: elderly, women and children
- d. Field Work:** The information belongs to the people and is for their use. The work must be done in the field where the people live
- e. Adequate Information:** Avoid putting too much emphasis on information that will not be used as it is time consuming and less relevant. Focus on what is most relevant. Use your common sense to get to the real necessities.
- f. Triangulation:** It is always important to have a balance between technical information and **opinion**. Information must be verified and adjusted on a regular basis.
- g. Creativity and Imagination:** The PRA is a tool that promotes creativity, imagination and coherence. Be a facilitator of the process and avoid imposing your ideas
- h. Monitoring and follow up:** The information gathered from a PRA should help to do follow up on the commitments made and promote future challenges for specific communities

What to Keep in Mind When Developing a PRA:

The final goal of a PRA is to develop an integrated development plan for a community which includes the identification of issues/problems as well as local community capacities.

As a result of the PRA the following information should be obtained:

1. understanding of the problems, the root causes and how these problems are show themselves in the community
2. the actors that are involved
3. the impact of the problems
4. the resources available for finding solutions
5. what types of solutions have been identified in the past
6. what types of resources the Red Cross Society has to offer

Tool number ONE

a. Secondary Data Review



What

Collection of existing data & information about:

- relevant background info on community (census, research findings, reports, maps, journalistic articles, etc.)
- possible threats to the community
- scientific info about hazards / threats
- case studies about hazards / threats in other communities

- relevant legislation and government policies regarding human-made hazards
- participation of the local authorities in the community.
- access to public services, municipal or government plans in the community.

Why

- To get an overview of the situation and context; to save time; to learn from experiences elsewhere.

Who

- Red Cross Team responsible for working in the community. A team should have at least three members in order to promote much wider opportunities to research and exchange ideas; community members can validate information.

How

Visit to the National Emergency Office and find out if they have any information on the selected community. Visit the local authorities including parishes, which usually have relevant information. Police and army headquarters are usually good places to visit and collect information.

The basic information we recommend to work on, is the following:

Developing a community profile

1. Name of community, 2. Location of community, 3. Type of community (main economic activity), 4. Access to community, 5. Community infrastructure, 6. Population of community, 7. Community resources, 8. Community organizations, 9. Disaster history of community, 10. Vulnerable areas in the community, 11. Population of vulnerable areas, 12. Location of emergency shelters, 13. Specific community problem/s, 14. Main hazards identified by the community.

Tool number TWO

b. Direct Observation



What

Systematically observing objects, people, events, relationships, participation, and recording these observations. There are two techniques:

- Direct observation; informal observation
- Participant Observation.

Why

- To get a better picture of the (disaster) situation, especially of things that are difficult to verbalize. To cross-check verbal information.

Observations are analyzed afterwards (for instance how men and women participate in community meetings).

Who

Red Cross Team, Community Based Team. Both may validate information.

How

Make a checklist of the points that you will have to identify, including:

- Social environment of the community: church, sports fields, shopping areas, restaurants, main areas of concentration (children, adolescents, adults).
- Physical environment: Characteristics of housing construction, roads and streets, drainages, etc.
- Neighboring communities: How close is the neighboring community? Does the neighboring community have any influence in the selected community you are working with? For example, does garbage from community A affect community B?
- Look for existing capacities and resources in the community.

Direct Observation: The collection and systematizing of information and facts based on observing the reality. Later on, the information will need to be verified with interviews. If you want to take pictures or record audio, request authorization from the community members.

Participant observation: Community member perceptions of day-to-day community processes. The process takes at least three months and the field notes are very useful for the evaluation.

Tool number THREE

c. *Semi-Structured Interviews (SSI)*



What

Semi-structured interviews are discussions set out in an informal and conversational way and are the principal tool for the success of an Appraisal.

They do not use a formal questionnaire but rather a checklist of questions as a flexible guide.

There are different types of semi-structured interviews:

- (1) *group interview*
- (2) *focus group discussion*
- (3) *individual interview*
- (4) *key-informant interview*

Why

To get info (general and specific), in order to analyze problems, vulnerabilities, capacities, perceptions and to discuss plans, etc. Each type of semi-structured interview has its specific purpose.

- **Group interview:** to obtain community level information and to have access to a large body of knowledge; not useful for sensitive issues.
- **Individual interview:** to obtain representative, personal information. May reveal differences/conflicts within the community.
- **Key-informant interview:** to obtain specialized knowledge about a particular topic; for example, you can interview a nurse if you want to know more about epidemics, a farmer about cropping practices or a village leader about procedures and policies.
- **Focus group discussion:** to discuss specific topics in detail with a small group of persons who are knowledgeable or who are interested in the topic. People can also be grouped according to gender, age, owners of resources, etc.

Who

Red Cross Team, Community Based Team and other community groups with skills but always coordinated by the Red Cross Team.

How

The interview is carried out with the prior permission of the interviewee. He/she will decide if they want to be interviewed or not and will determine when and how. In this kind of interview it is important to ensure the interviewee knows the reason why the interview has been requested. Another important point to take into consideration is

that it is not necessary to have a structured questionnaire. A checklist with 10 or 15 key questions will help. Take into consideration elements such as: problems, vulnerabilities, capacities, main disasters, people's perception about disasters, key organizations of the community, etc. A standard interview will not exceed one hour in duration and a focus group should not exceed 90 minutes.

- Prepare the Red Cross Team to lead the interview. Ensure that the interviews will be done with the presence of two members. One member will be responsible for conducting the interview while the second takes notes on the responses given.
- Avoid interviews during working hours as this could create a sense of anxiety and inappropriately speed up the process.
- Ask questions in an open-ended way (what, why, who, when, how, how do you mean, anything else?) look for:

Relation between production for subsistence and commercial production, access to resources, family composition and size.

- Ask for concrete information and examples.
- Try to involve different people (if present, interview children, adolescents, adults).
- Ask new (lines of) questions, arising from answers given.
- Make notes in a discreet way.

See questionnaire
Semi structured interviews (SSI) questionnaire guide

DISASTER MANAGEMENT COMMUNITY BASELINE DATA

A checklist for assessing community disaster vulnerabilities and capacities for response to disaster events

Developed by InterWorks

April 21, 2003

By Jim Good and Charles Dufresne of InterWorks www.interworksmadison.com

Community Baseline Survey checklist for disaster management (including assessment of vulnerability, and capacities for response to disaster events) Categories and information needs

1. Location of community

Department
Municipal
Community
Rural
Sub-urban (within 5K of urban services)
Urban
Other Names or special notes:

2. Physical Description of community

Location is mountainous
Includes floodplain or flash flooding hazard
Coastal
Elevation above sea level
Ease and ability to access this community during floods, landslides, post-
hurricane damage

3. Climactic conditions

4. Demographics of the community *(if you do not get this information from the local authorities, the VCA process will allow you to collect this information)*

Total Adults (> 20years)
Total Youth (13 years plus 1 day – 20 years)
Total children (5 years to 13 years)
Infants, toddlers and young children (Under 5 years)
Average family size (related family members under same roof)
Gender make-up of the community

5. Local contact information

Mayor, (CDO Community Development Officer, town or village clerk) name
and contact information
Head of emergency committee and contact information
Cooperative primary contact
Other key community leaders and contact people

6. Local authorities, organizations

Who has the highest level of authority in this community

Who has highest level of government affiliation or authority in this community?
Who has highest authority of Church or other non-governmental or political authority?
What NGOs and local community based organizations exist in the community? What are their areas of programming and expertise?

7. Human vulnerability to disasters

What people are most at risk during disasters (ages, gender, occupation?)
In what specific ways are they vulnerable?

8. Health and nutritional conditions

Malnutrition rate for children under 5 in this community
Infant mortality rate for this community
Most common illnesses for the general population
(Measles, HIV AIDS, influenza, pneumonia, dengue, cholera, typhoid, diarrhea, intestinal parasites)
Most common illnesses of the youth and children?
Measles, pneumonia, malaria, meningitis, diarrhea, intestinal parasites.
Public education about health issues? Yes or No?
Public education received by _____ on which of the following:
Sanitation, disease, diarrhea, nutrition, pre-natal care, HIV/AIDS

9. Health services

Clinic type(s)
Total number of beds available at clinic(s)
Average number of free beds available
Number of Physicians resident in community
Number of Nurses resident in community
Number of public health, or maternal, and child health care extension agents, in the community
How far is the nearest health clinic? Where is the nearest health clinic?
What health services are provided at the community level?

10. Physical vulnerability of the community

- Trees
 - Heavily wooded
 - Mixed wooded and open agricultural areas
 - Mainly open areas with only occasional tree cover
- Grade
 - Buildings are built on level ground (0-2% grade)
 - Buildings are built of low slope (3-5 % grade)
 - Buildings are built on medium slope (5-10 % grade)
 - Buildings are built on high slopes (> 10 % grade)
- Situation of community on or near streams that do or may flood
 - River bank, not elevated structures
 - River bank, but with elevated structures
 - Flood plain
 - High ground
- Important physical structures, buildings and infrastructures most vulnerable to disasters
 - List types and the kinds of disasters they are vulnerable to

11. Infrastructure and Access

- Roads to access the community
 - Concrete
 - Asphalt
 - Macadam / Gravel / Limestone
 - Unpaved / Dirt
 - Vulnerable to flooding, mudslides?
- Bridges
 - Are there bridges leading to the community?
 - Type of bridges?
 - Vulnerable to flooding?
 - Weight limit
- Nearest Airstrip
 - Location of nearest airstrip
 - Distance from community
 - Paved
 - Unpaved
 - Marked
 - Unmarked
 - Description
- Power
 - Overhead electricity distribution
 - Local generator and network
 - Individual power only (individual generators)
 - No electrification
- Communications
 - Radio (type, who, where)
 - Telephone (type, who, where)
 - Fax (type, who, where)
 - E-mail / internet (type, who, where)

12. Food

- Typical food stocks/type consumed
- How families acquire their food
- Typical food distributed for short-term emergency
- Food reserves at family level
- Food reserves at community level (shops, warehouses, programs, etc)

13. Housing and Shelter

- Basic house construction type (describe)
- Other prominent construction types in the community (describe)
- Average house size (per family in m²)
- Availability of emergency shelter
- Condition and construction type of emergency shelter
- Location of mass shelter.

14. Water

- Water source for community (describe)
- Water source vulnerable to flooding
- Water source dependent on electrical pumps?
- Quality of the drinking water source
- Potable

Non-potable, but not polluted
Polluted source

15. Sanitation

Typical sanitation in use by individual families/ shelters (describe)
Sanitation arrangements in place for mass shelter
Are sanitation arrangements adequate for the number of people to be housed in the mass shelter?

16. Planning / Preparedness

Preparedness planning
Is there an emergency preparedness and response plan in place?
When was it written and who is the primary contact?
Does the community have Community Based Response Teams?
What are the linkages of the community with other actors? (local authorities, NGOs, Community Based Organizations, etc.)

16. a. Early warning

Is there an early warning system?
Are community members familiar with this system and what it means?
If yes, do community members consider it to be a reliable system?
Has this early warning system been used successfully in the last five years?

16.b Evacuation

Are there evacuation procedures?
Does the community understand these evacuation procedures and evacuation routes?
Does the community recognize and respect those with the authority to announce an evacuation?
Have these evacuation procedures been used successfully in the last five years?

16.c Response skills and resources

What emergency response skills and resources exist in the community? (example: first aid, search and rescue, public health)
Have community members participated in emergency response or evacuation drills and simulations?
Assessment and Damage and Need Assessment

17. Emergency response resources

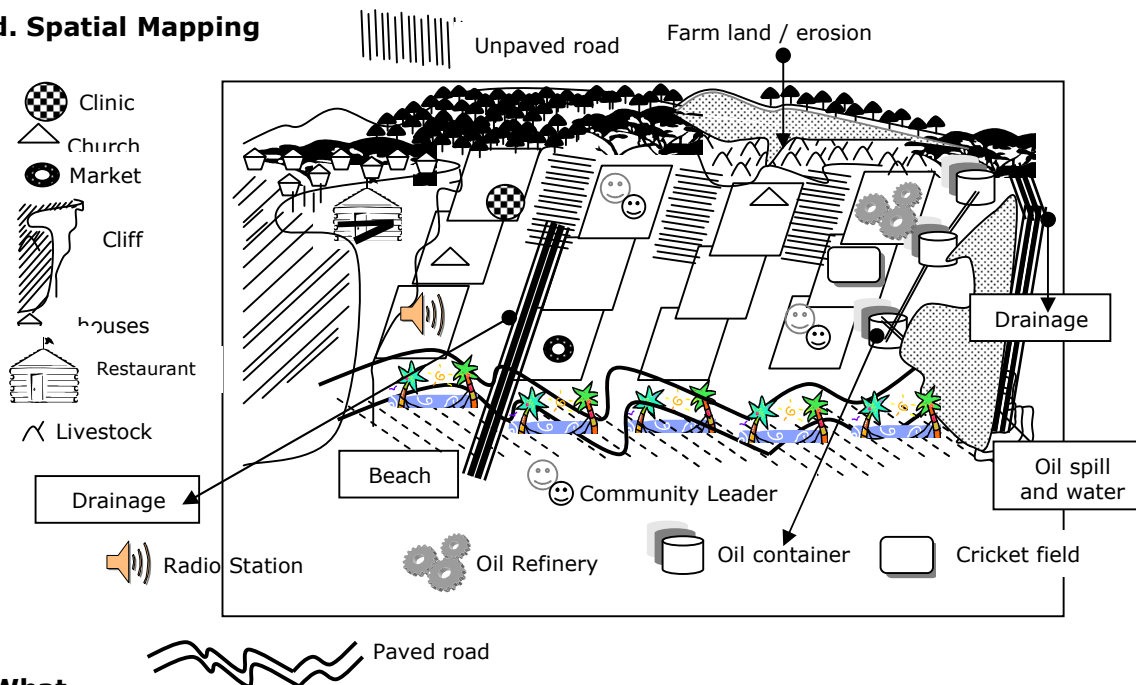
Is there a stockpile of emergency items.
Food (describe)
Blankets (number)
Tents (number, type)
Stretchers (number)
First aid kits/bandaging material (number of kits)
Ambulance
Other vehicles that could be used in emergency response (describe)

18. Local Capacities for disaster mitigation and response

Physical / Material resources and capacities
Technical skills / Human resources in the community
Social / Organizational capacities in the community

Tool number FOUR

d. Spatial Mapping



What

Draw a spatial overview of the area's main features?

Why

Maps facilitate communication and stimulate discussions on important issues in the community. Maps can be drawn for many topics:

- Spatial arrangement of houses, fields, roads, rivers, and other land uses (graphic)
- Hazard map, elements at risk, safe areas, etc.
- Resource map showing local capacities.
- Mobility map.

When

During the initial phase when you enter the community and during community risk assessment.

Who

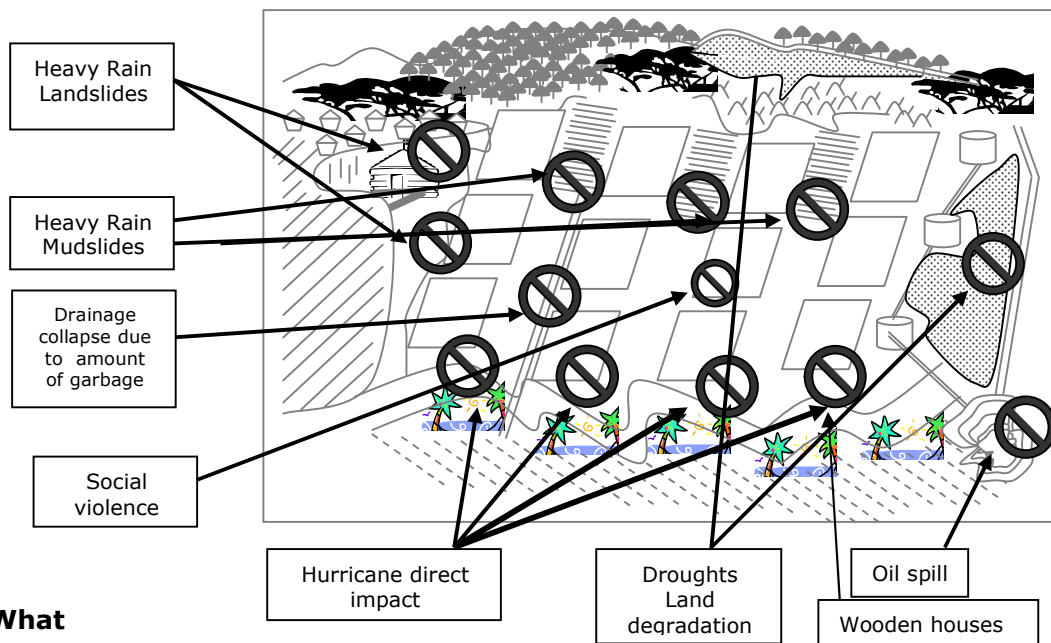
Red Cross with community members.

How

- Decide what kind of map will be drawn.
- Find men and women who know the area and are willing to share their experiences.
- Choose a suitable place (ground, floor, paper) and medium (sticks, stones, seeds, pencils, chalk) for the map.
- Help the people get started but let them draw the map by themselves.

Tool number FIVE

Hazard/Risk Mapping:



What

Identify all the Hazards/Risks in the map?

Why

The identification of hazards/risks will help the community to analyze potential problems as well as their frequency.

- Some hazards/risks pose a problem every year (flooding after every heavy rain).
- Some hazards/risks occur principally during specific times of the year (hurricanes, landslides).
- Some hazards/risks are unpredictable (earthquakes) and therefore it is necessary to evaluate these events from when they last happened.

When

During the initial phase when you enter the community and during community risk assessment.

Who

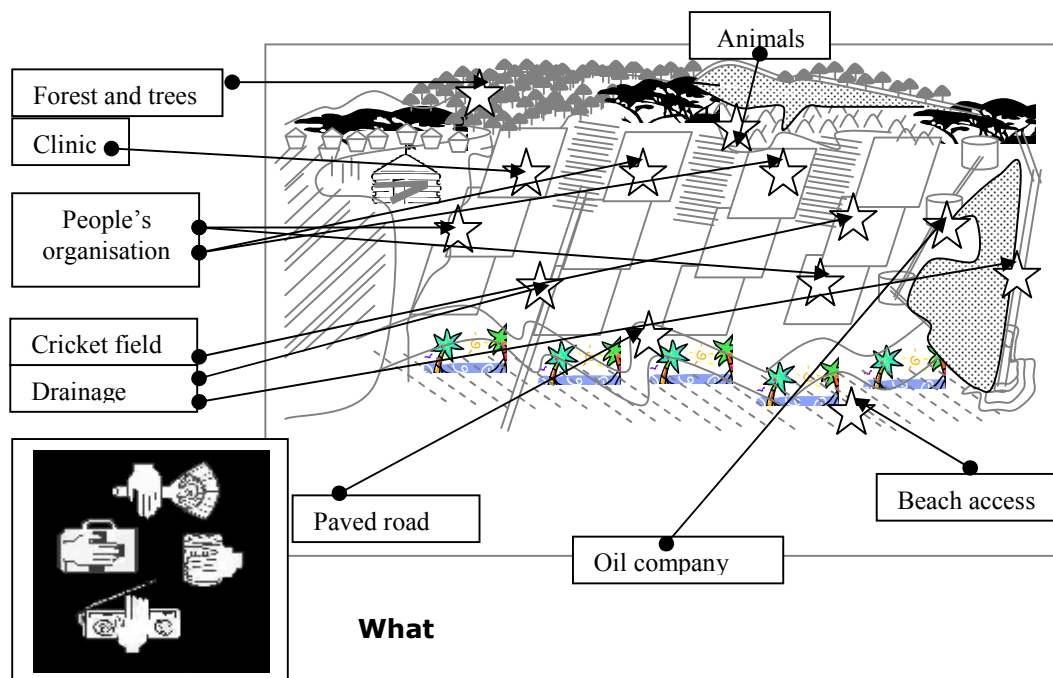
Red Cross with Community members.

How

- Work on the spatial map.
- Identify the hazard/risk focal points jointly with the community incorporating their feedback.
- Identify hazards/risks based on potential disasters: natural, man-made, etc.
- Always include social problems that are potential hazards/risks (violence, increase of HIV/AIDS, sexual abuse, etc...).

Tool number SIX

Capacity/Resource Mapping



What

Draw a map showing local resources and capacities as well as gender differences in access to, and control over, resources.

Why

- Identify available local capacities and resources people rely on during times of disasters.
- Identify which resources are easily impacted by disasters.
- Identify resources that are accessible and owned by the community or individuals.

Who

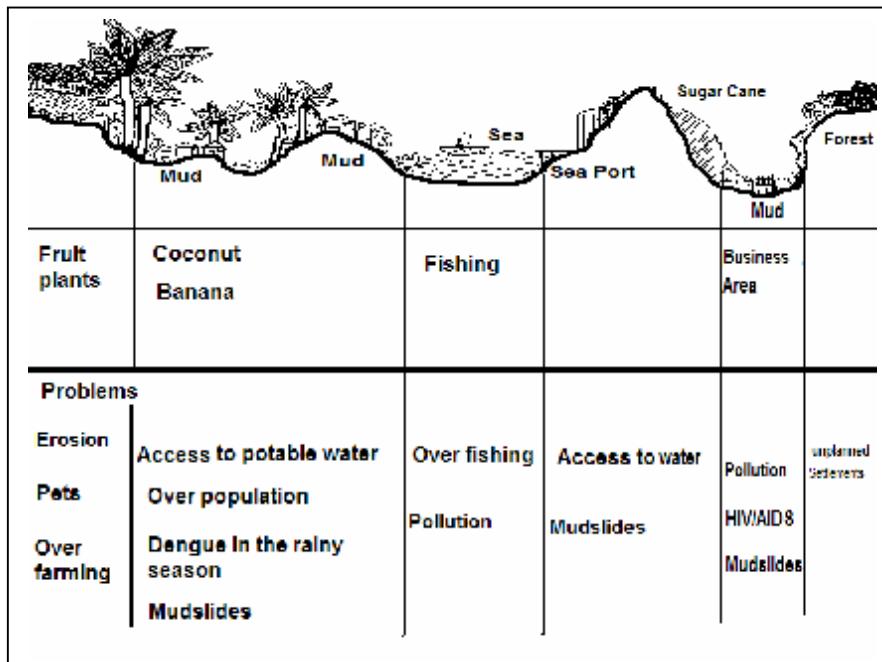
Team and selected individual households belonging to different income groups.

How

- Ask people to draw a map of their household and the resources/capacities on which they depend for their livelihood/survival (remember material/physical, social/organizational, motivational/attitudinal capacities).
- Ask household member(s) how they contribute to/support other households, the community and the larger economic/social environment.
- Ask people to use arrows to indicate the flow of resources to and from households.
- Ask household member(s) who uses and controls resources (consider gender, class, ethnicity, religion, age).
- Ask questions to accompany the drawing of the maps and put the answers on the map.

Tool number SEVEN

f. Transect Walk



What

Systematic walk with key-informants through the community to explore spatial differences or land use zones by observing, asking, listening and producing a transect diagram.

Why

Maps facilitate communication and stimulate discussions on important issues

in the community. Maps can be drawn about many topics:

- To visualize interactions between physical environment and human activities over space and time.
- To identify danger zones, evacuation sites and local resources used during emergency periods, land use zones, etc.
- To identify problems and opportunities.

When

During the initial phase when you enter community and during community risk assessment.

Who

Team of six to ten members representing a cross-section of the community.

How

- Based on the map select a transect line (can be more than one).
- Select a group of six to ten people who represent a cross-section of the community and explain the purpose of the exercise.
- During the walk, take time for brief and informal interviews at different places throughout the transect.
- Focus on issues such as land use, risk of to particular disasters, land tenure, and even changes in the environment in order to draw a historical transect.

Tool number EIGHT

f. Seasonal Calendar

Seasonal calendar												
	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
Hurricanes												
Floods												
Fires												
Alcohol Abuse												
Increase Sexual Activity												
Disease												

What

Develop a calendar showing different events (hurricanes, floods), experiences (recession, long periods of droughts), activities (carnival, harvest) and conditions (social and economic) throughout the annual cycle.

Why

- Identify periods of stress, hazards, diseases, hunger, debt, vulnerability, etc
- Identify what people do during these periods, how they diversify sources of livelihood, when do they have savings, when do they have time for community activities and what are their coping strategies
- Identify gender specific division of work both in times of disasters and during normal times.

When

During initial phases.

Who

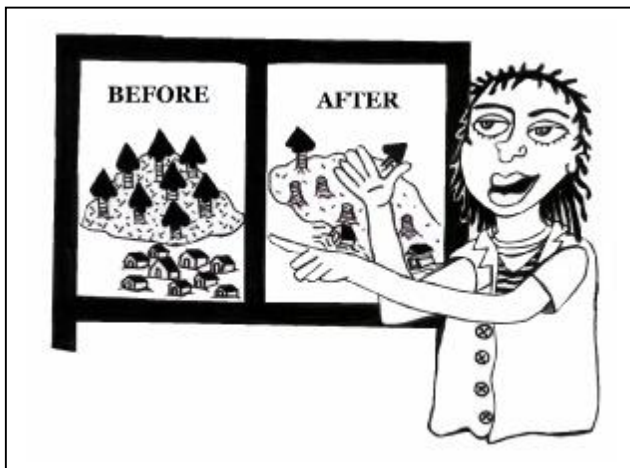
Team and community members; have separate sessions for men and women.

How

- Use a 'blackboard' or large sheets of paper. Mark off the months of the year on the horizontal axis. Ask people to list sources of livelihood, events, conditions, etc., and arrange these along the vertical axis.
- Ask people to plot all the work they do (e.g. ploughing, planting, tourism, fishing, etc.) for each of their sources of livelihood/income by marking months and duration, adding gender and age.
- Facilitate an analysis by linking the different aspects of the calendar: how do disasters affect their sources of livelihood? When is their workload heaviest? Ask for seasonal food intake, period of food shortage, out-migration, etc.
- You can continue the discussion on coping strategies, changes in gender roles and responsibilities during times of disasters or other issues you think are relevant.

Tool number NINE

d. Historical Profile



What

Gathering information about what happened in the past.

Why

- To get an insight into past hazards, changes in their nature, intensity and behavior.
- To understand the present situation in the community (causal link between hazards and vulnerabilities).
- To make people aware of changes.

When

During initial phases.

How

Make a checklist of the points that you should identify including:

- Plan a group discussion and ensure that key-informants (old people, leaders, teachers, etc.) are present. Invite as many people as possible, especially young people so that they have the opportunity to hear the history of their community
- Ask people if they can recall major events in the community such as:
 - major hazards and their effects
 - changes in land use (crops, forest cover, houses etc.)
 - changes in land tenure
 - changes in food security and nutrition
 - changes in administration and organization
 - major political events
- The facilitator can write the stories down on a blackboard or large sheets of paper in chronological order.

Life histories: another method is to ask individual informants to give a detailed account of their life or of a specific issue from a historical perspective.

History tracing: ask individuals or groups to begin with current experiences and to go back in time. The purpose is to find causes which have contributed to the occurrence of a certain experience.

Example of a community historical profile

1944	First ten families settle in the community
1951	Construction of the train road and presence of 20 railroad workers
1954	Train station workers lived the village. Main railroad station was donated to the community and became the school
1957	Fire in the community destroyed two houses. The church was built with the support of the community
1960	Water system providing potable water to 1/3 of the population was constructed accounting for about 200 houses in the community. Electricity coverage was extended to 1/2 of the population.
1980	Paved road linked to main highway.
1987	Earthquake destroyed many houses and services
1989	A clinic for 30 beds was inaugurated
1990	Dengue outbreak killed four people
1991	Hurricane Alex severely hit the community and flash floods destroyed at least 120 houses while another 50 were damaged
1992	Community Disaster Group created
1994	Heavy migration to the capital due to heavy droughts and loss of jobs which affected the economic situation of many households
1999	Drainage collapsed along with tonnes of garbage
2003	A sports center was constructed

Tool number TEN

Historical visualization

	Trees	Houses	People	River	Livestock	Disaster
1960	Many small triangles	Two pentagons	Two smiley faces	One wavy line	Many small birds	One starburst
1970	Many small triangles	Three pentagons	Three smiley faces	One wavy line	Many small birds	One large starburst
1980	Many small triangles	Five pentagons	Five smiley faces	One wavy line	Many small birds	
1990	Many small triangles	Many pentagons	Many smiley faces	One wavy line	Many small birds	
1995	Many small triangles	Many pentagons	Many smiley faces		Many small birds	Two starbursts
2003	Many small triangles	Many pentagons	Many smiley faces		Many small birds	Two starbursts

Historical information is more effective when there is participation from senior citizens, young adults and young people. In some cases, according to cultural realities, it would be advisable to implement this tool in two different occasions: with senior citizens and adults and then with young adults and young people. In other circumstances, it could make sense to do it based on a gender approach.

What

Gather information to visualize in a simple way the key historical changes as perceived by the population.

Why

- To understand past and present perceptions of the community members and main events recognize by them
- To use as a based information for further discussions on programs or projects within the community.

When

During initial phases.

How

- Identify the oldest and youngest people in the group you are working with.
- Based on their ages and time living in the community select a starting year.
- Define the themes you would like to address and ensure all the members of the community agree to these.
- Each person must be recognized on a specific graph. Each graphic can represent one, ten, hundred (persons, houses, trees, money, companies, etc). The facilitator has to be able to manage how to represent information on the map.
- Promote an open discussion with the participation of all the group members.

Tool number ELEVEN

k. Assessing Vulnerabilities at Home

What: The following chart allows family members to quantify the main vulnerabilities at home against any possible treat.

Why: Once the family members are clear of the main vulnerabilities, actions and priorities can be developed in order to reduce the potential effects of a treat.

How: Identify the main threats (horizontal line) and name every area of the house both indoors and outdoors (vertical line). Specify the material or the condition of the selected element. Rank from 1 to 5 the level of risk: 1 being the lowest and 5 representing the highest risk.

Household

Type of work

Family members Adult Children Male Female

House	Hurricane/winds	Fires	Earthquakes	Eruption	Floods	Landslides	Mudslides	Forest Fire
Roof	Zinc 3	Zinc 2	Zinc 3	Zinc 1	Zinc 1	Zinc 1	Zinc 1	Zinc 1
Ceiling	Wood 2	Wood 5	Wood 1	Wood 1	Wood 1	Wood 1	Wood 1	Wood 3
Walls	Mix 3	Mix 3	Mix 1	Mix 1	Mix 3	Mix 3	Mix 3	Mix 3
Floors	Wood 1	Wood 4	Wood 1	Wood 1	Wood 3	Wood 3	Wood 2	Wood 3
Windows	Wood 5	Wood 5	Wood 2	Wood 1	Wood 1	Wood 3	Wood 3	Wood 4
House base	Concret 1	Concret 1	Concret 2	Concret 1	Concret 1	Concret 1	Concret 1	Concret 1
Exits	2	2	2	2	2	2	2	2
Drainage	Iron 5	Iron 1	Iron 1	Iron 1	Iron 5	Iron 5	Iron 5	Iron 1
Trees around	5	5	1	1	1	2	3	4
Evacuation Route/road	5	1	3	1	3	2	2	1
Electricity Cables	3	5	1	1	3	1	1	2
Water Access	2	4	1	1	1	1	1	1
Telephone Access	4	3	5	1	1	1	1	1
Electricity service	4	5	4	1	2	1	1	3
Totals of Vulnerability	45	46	28	15	28	27	27	30
Rank - Vulnerability	64.28% High	65.71% High	40% Medium	21.42% Low	40% Medium	38.57% Medium	38.57% Medium	42.85% Medium

Ranking system: Score from 1 to 5. One being the lowest vulnerability and five (5) being the highest. Score between 1 and 5 in each area of the column. The number of different areas of vulnerability analysed x5 will equal 100%. Add the actual results of each column and work out the real vulnerability as a percentage. From 50 - 100% the vulnerability is **High**. From 30 - 49% **Medium** and from 0 - 29% **Low**.

Tool number TWELVE

k. How Vulnerable are you in Your Neighborhood?

What: The following chart will allow CBT members to evaluate the main vulnerabilities in the neighborhood against any possible threat.

Why: To understand the main vulnerabilities and potential risks, evaluate them and then take actions to prevent any disaster.

How: Compile the information from the tool "assessing vulnerabilities at home". The results will have to be added to the final chart.

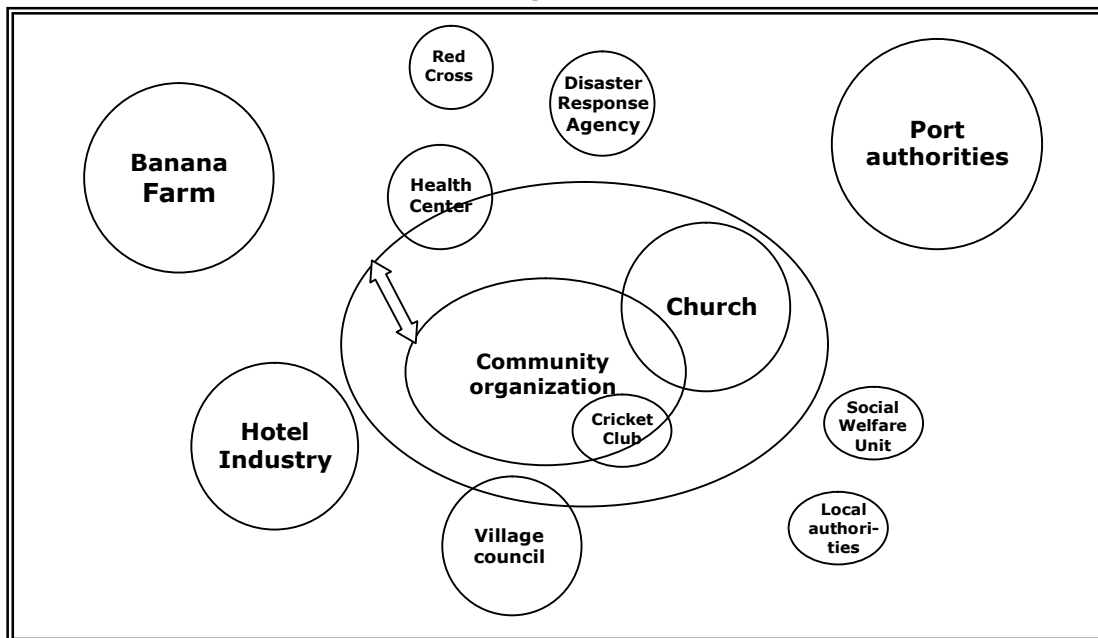
Household 77% men 23% female 82% formal employee 18% Part-time employee

Neighborhood Forest Hill **Adults** 980 **Children** 520 **Male** 784 **Female** 716

Risk	Hurricane/winds	Fires	Earth - quake	Eruption	Floods	Landslides	Mudslides	Forest Fire
Houses 402	25 Vulner.	10 Vulner	32 Vulner	80 Vulner	35 Vulner	8 Vulner	22 Vulner	3 Vulner
Streets/Roads 14	4 Vulner	-	3 Vulner	1 Vulner	5 Vulner	1 Vulner	2 Vulner	-
Mountain 3	-	-	-	1 Vulner	-	1 Vulner	1 Vulner	3 Vulner
Cliff 1	-	-	High Vulner	-	-	High Vulner	High Vulner	-
Evacuation routes 5	2 Vulner	1 Vulner	2 Vulner	1 Vulner	2 Vulner	2 Vulner	2 Vulner	1 Vulner
Evacuation meeting points 3	1 Pitt road	-	2 R Kate road Kane St.	1 R Kate road	1 R Cliff St	1 R Kate Rd	1 R Pitt Rd	1 R Dade Road
Drainage 50	15 Vulner	-	15 Vulner	15 Vulner	15 Vulner	5 Vulner	21 Vulner	-
Trees 1000+	120 Vulner	120 Vulner	-	280 Vulner	-	18 Vulner	35 Vulner	120 Vulner
Electricity Cables	High Vulner	High Vulner	High Vulner	Low Vulner	Low Vulner	Low Vulner	Low Vulner	Low Vulner
Contingency plans for	Yes	No	No	No	Yes	No	No	No
Telephone Access	High Vulner	Low Vulner	High Vulner	Low Vulner	Low Vulner	Low Vulner	Low Vulner	Low Vulner
Information protocols	High Vulner	High Vulner	High Vulner	High Vulner	Low Vulner	Medium Vulner	Medium Vulner	High Vulner
Frequency of events within the 10 years	3	28	1	-	7	1	3	1
Magnitude of the events	High	High	Low	High	low	Medium	Medium	Low

Tool number THIRTEEN

i. Institutional & Social Network Analysis



What

Draw a diagram that shows key-organizations, groups and individuals in a community, the nature of relationships and their level of importance.

Why

- Identify organizations (local & outside), their role/importance and perceptions that people have about them.
- Identify individuals, groups, organizations that play a role in disaster response and can support the community.

Who

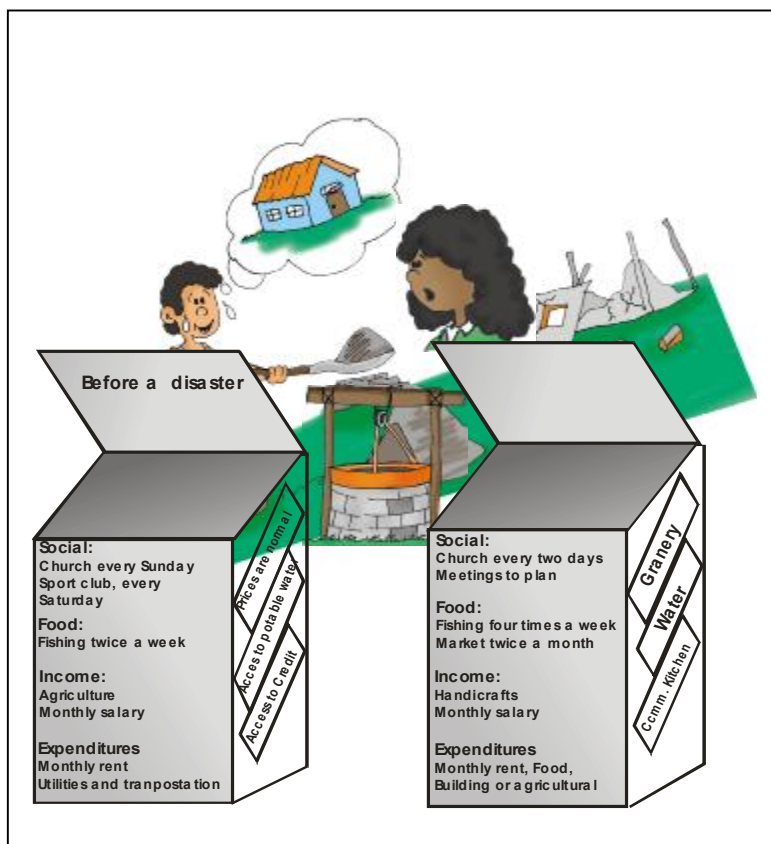
Team and community members.

How

- Become familiar with the names of the organizations in advance.
- Ask people to develop a set of criteria for determining the importance of an organization and to rank them according to these criteria.
- Ask people to what extent organizations are linked to each other and note the kind of relationship between organizations.
- Draw circles to represent each organization or group. The size of the circle indicates importance. Distance between circles indicates the strength of the relationship.
- Continue focus group discussion on the history of the organizations, activities they have undertaken in the community, how well they function, how good is the coordination, which organizations, groups, individuals are important in times of disasters and in community level decision making mechanisms, etc.

Tool number FOURTEEN

j. Livelihood/Coping Strategies Analysis



What

Combination of individual household Interviews and drawing of diagrams representing different income or food sources.

Why

To understand livelihood strategies, behavior, decisions and perceptions of risk, capacities and vulnerabilities of households from different socio-economic backgrounds.

Who

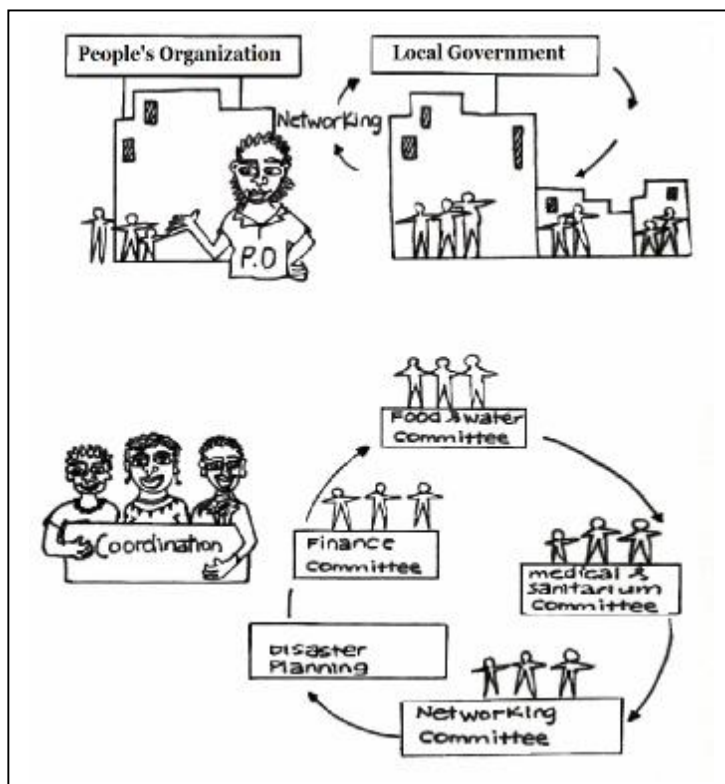
Team can split up into smaller teams to conduct individual household interviews simultaneously.

How

- Review hazard map, seasonal calendar and resource map in order to determine criteria to select households belonging to different socio-economic groups (sample should not be at random).
- Decide how many and which particular households you will interview.
- Conduct the interview (1 hour); introduce yourself and give the reason for the interview.
- Start with getting to know household members, composition, age, gender, followed by questions about livelihood and coping strategies.
- Draw block or pie diagrams to facilitate discussion on livelihood sources.
- Continue discussion on how the household copes in times of stress (material, social, motivational).

Tool number FIFTEEN

K. Assessing Capacity Of People's Organizations



What

Tool for organizational analysis.

Why

To determine the kind of organizational support a people's organization needs to address problems and risks and to gradually build up its management capacity.

Who

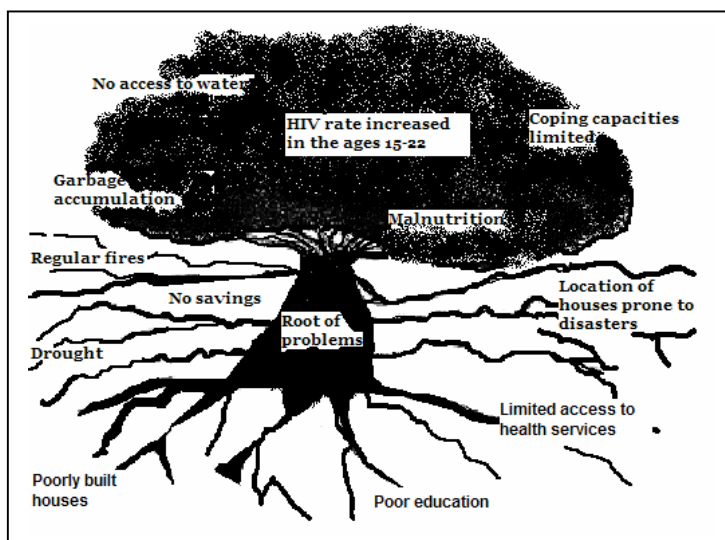
Team facilitates discussion with community members and leaders.

How

1. Conduct a semi-structured interview with guiding questions such as:
 - What is the history of the Peoples Organization? When was it formed? For what purpose was it formed?
 - How many members are there? Active? Passive? Is this number increasing or decreasing? Attendance during meetings.
 - How are decisions made?
 - Does the group have a community development plan?
 - Are their committees functioning?
 - What has the group contributed to the community so far?
2. Conduct a SWOT-analysis (strengths, weaknesses, opportunities and threats)
3. Identify measures to address weaknesses and threats, while using strengths and opportunities

Tool number SIXTEEN

I. Problem Tree



What

Flow diagram showing relations between different aspects of a particular issue or problem.

Why

Identify local major problems/vulnerabilities as well as root causes and effects.

When

During later part of situational analysis or community risk assessment.

Who

Team facilitates discussion with community members and leaders.

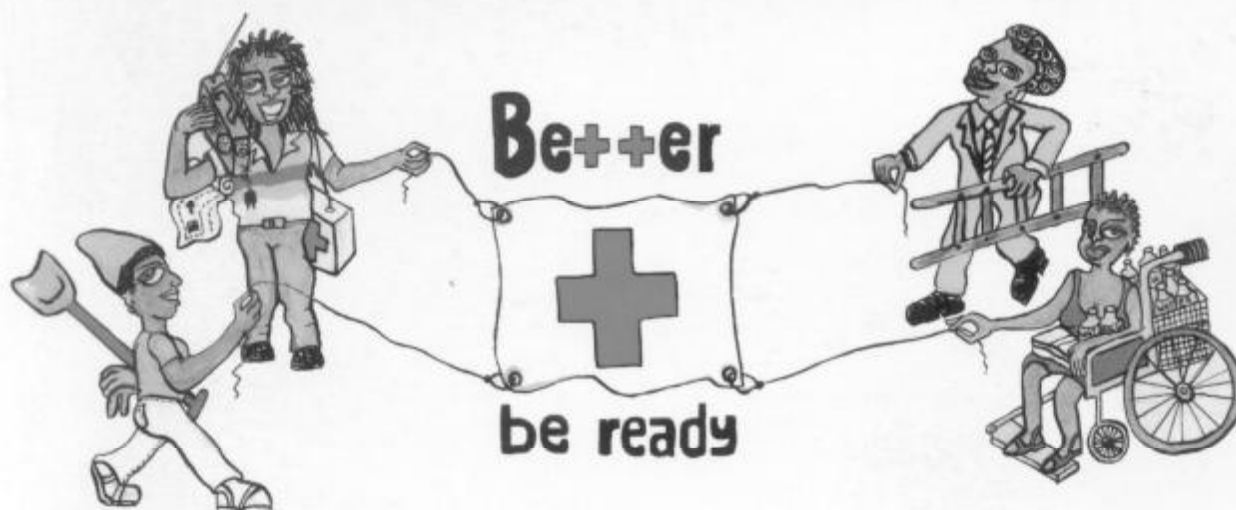
How

- From the information gathered through the use of other tools and interviews, various concerns and problems have already been identified.
- Give participants small pieces of paper and ask them to write down one major problem on each piece of paper and then tape these on the wall (people can draw problems in case they do not know how to write and read).
- Ask two or three volunteers to group the problems according to similarity or interrelationship.
- Now the drawing of the 'problem tree' can start: the trunk represents the problems; the roots are the causes; the leaves are the effects.

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Make that change



The Red Cross has a long history of supporting Community Based Disaster Preparedness in the Caribbean. From 1995 until today, this programme has been transforming the lives of people across the region, changing attitudes, raising awareness and reducing vulnerability. The Support of ECHO has helped make this work possible.

Caribbean Red Cross Societies



International Federation of Red
Cross and Red Crescent Societies



The invaluable support of the Norwegian Red Cross to the Disaster Preparedness Programme in the Caribbean has played an important role in the development of this manual.